University of Northern Colorado

American Sign Language – English Interpretation Program

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Course Overview

Purpose

This is the second in a series of six courses that comprise the K-12 emphasis area. All courses in your emphasis area follow a structured guided study approach with the exception of INTR 405 and 406. In this particular course, INTR 431: The Classroom Environment, you will explore in detail what occurs in the classroom on a day-to-day basis and the implication that has for the work of the educational interpreter. For example, you will take a systems perspective to examine the legislative and pedagogical framework that guides the educational process in our public schools. This will include looking at state standards and curriculum design processes. You will apply your understanding of systems impacting the classroom to examine how learning is planned and implemented by teachers and the impact of instructional strategies and classroom environments for deaf children and for educational interpreters.

Impact

Everything that occurs in the classroom, including the actions of the educational interpreter, affects the deaf child and his/her access to education and potential success as a student. Understanding the curriculum standards that drive teacher lesson plans, the instructional strategies that teachers use, the learning style and language skills of students, and the dynamics of classroom interaction and accessibility will enhance your ability to interpret effectively in the classroom environment.

Objectives

By the end of this course, you will be able to:

- Describe the relationship between State Standards, the curriculum, and the lesson plans and activities developed by a teacher.
- Identify the learning style and needs of an individual student, and describe appropriate interpreting techniques for that student in a given situation.
- Understand the language development challenges facing deaf students and their families, including first language and second language acquisition and the impact of English-dominant classrooms on deaf and hard of hearing learners.
- Analyze the instructional methods used in a classroom situation and identify their foundation from a learning theory perspective and how learning theories, learning styles and multiple intelligences are incorporated into the classroom activities.
- Describe the requisite conditions for optimal academic achievement by deaf and hard of hearing students in educational environments.
- Discuss the importance and role of the IEP in the education of a deaf child.
- Contribute to the field of educational interpreting by conducting a research project and writing a research paper describing the project and its results or products.
Plagiarism Policy

Policy on Plagiarism: Plagiarism is the act of appropriating the written, artistic, or musical composition of another, or portions thereof; or the ideas, language, or symbols of same and passing them off as the product of one’s own mind. Plagiarism includes not only the exact duplication of another’s work but also the lifting of a substantial or essential portion thereof (UNC definition). Regarding written work in particular, direct quotations, statements which are a result of paraphrasing or summarizing the work of another, and other information which is not considered common knowledge must be cited or acknowledged, usually in the form of a footnote. Quotation marks or a proper form of indentation shall be used to indicate all direct quotes. Regarding class projects, you are not to use as your entire presentation the completed works of faculty members, fully imported websites, or any other body of work in which you are not the author. Of course, with proper referencing, you can import portions of such works and websites to enhance and illustrate your presentation, and you can provide references to these other works for students who have an interest in pursuing a topic further. For further information, go to the following website: http://www.unco.edu/dos/honor_code/defining_plagiarism.html

Inclusivity Statement

The College of Education and Behavioral Sciences (CEBS) supports an inclusive learning environment where diversity and individual differences are understood, respected, appreciated and recognized as a source of strength. We expect that students, faculty and staff within CEBS will be accepting of differences and demonstrate diligence in understanding how other peoples’ perspectives, behaviors, and world views may be different from their own. Furthermore, as stated by UNC, “The University will not engage in unlawful discrimination in...educational services against any person because of race, religion, gender, age, national origin, disability, or veteran status. It is the University’s policy to prohibit discrimination in...educational services on the basis of sexual orientation or political affiliation.” (See http://www.unco.edu/hr/AAEO_TitleIX.htm).

Please visit the CEBS Diversity and Equity Committee website for more information on our commitment to diversity (http://www.unco.edu/cebs/diversity).

Students with Disabilities

Any student requesting disability accommodation for this class must inform the instructor giving appropriate notice. Students are encouraged to contact Disability Support Services at (970) 351-2289 to certify documentation of disability and to ensure appropriate ADA accommodations are implemented in a timely manner.
Grading Scale

The points for all the assignments in a course will add up to 100 and letter grades are assigned as follows for UNDERGRADUATE classes:

- **A** = 100 - 91 superior achievement of course objectives
- **B** = 90 - 81 above average achievement of objectives
  
  (Reminder: you must maintain at least a “B” per class to meet graduation requirements)
- **C/D** = 80 - 61 below acceptable achievement of objectives
- 60 or below is considered not passing.

Late Assignment Policy

Late assignments (including discussion posts) will be accepted and graded for up to 72 hours after the due date and time but the final grade will be dropped one letter. Late assignments submitted after the 72 hours that have not been approved in advance with the respective Section Facilitator will NOT be graded and students will receive a zero as the assignment grade.

Extensions for assignment due date and time must be approved in advance with the respective Section Facilitator based on the following criteria:

- The extension is requested at least 24 hours in advance of the due date and time.
- An extension is requested no more than once during any given semester.
- **No late work will be accepted in the last three days of this course.**

Exceptions to the above criteria will only be considered based on documented evidence of special circumstances—such as illness, hospitalization or death of a family member.
Required Reading and Resources

NOTE: The readings and resources required for this course are provided as overviews of the topics discussed. It is expected that students will research further sources for a more in-depth understanding of the topics and to complete the required assignments.

Week 1: David S. Martin, Ph.D.: Deaf learners and Successful Cognitive Achievement
http://www.learnnc.org/lp/editions/every-learner/6393

CURRICULUM & STANDARDS

- Educational World: State Standards by State
  http://www.educationworld.com/standards/

- Common Core State Standards Initiative:
  http://www.corestandards.org/

- Concept to Classroom: Teaching to Academic Standards
  http://www.thirteen.org/edonline/concept2class/standards/index.html

- National Dissemination Center for Children with Disabilities: the Common Core State Standards:
  http://nichcy.org/schools-administrators/commoncore

- Practical Assessment, Research and Evaluation: Using State Standards and Tests to Improve Instruction
  http://pareonline.net/getvn.asp?v=7&n=13

LEARNING STYLES & INSTRUCTIONAL METHODS

- Evidence-based Practice in Educating Deaf and Hard-of-Hearing Children: Teaching to Their Cognitive Strengths and Needs (Marschark, Spencer, Adams and Sapere) Pages 3-16. (Access this article on eReserves, directions in Blackboard)

- Language and Theory of Mind: A Study of Deaf Children (Schick, de Villiers, de Villiers & Hoffmeister)

- Instructional Methods Information (Kizlik)
  http://www.adprima.com/teachmeth.htm

- Overview of Learning Styles
  http://www.learning-styles-online.com/overview/

- Multiple Intelligence
  http://www.tecweb.org/styles/gardner.html
LANGUAGE DEVELOPMENT

  Chapter 1: Communication theory: system constraints and conversational analysis (pp. 6-43)  
  Chapter 2: Communication theory: ritual constraints (pp. 47-81)  
  Chapter 7: Discourse Mode and Syntax (pp. 235-258)  
  ISBN-10: 0521426057. (This book was used in previous courses)

  http://www.wou.edu/~girodmlibrary/cazden.pdf

- An introduction to BICS/CALP and language proficiency (PPT)  
  http://www.unco.edu/doit/resources/Model_Courses/EDI%20112_PPT.pdf

- EverythingESL.net: Explaining BICS and CALP  
  http://www.everythingesl.net/inservices/bics_calp.php

- Second Language Acquisition: Essential Information:  
  http://esl.fis.edu/teachers/support/cummin.htm

- ESL Voices: The Importance of Learning Styles/Index of Learning Styles Questionnaire  
  http://esl-voices.com/2011/03/29/the-importance-of-learning-styles/

THE IEP

- U.S. Department of Education: A Guide to the Individualized Education Program  
  http://www2.ed.gov/parents/needs/speced/iepguide/index.html

- When the IEP Team Meets  
  http://nichcy.org/schoolage/iep/meetings

- Individualized Educational Program (IEP) Team Meetings and Changes to the IEP  
  http://www.ideapartnership.org/index.php?option=com_content&view=article&id=845&osppage=1

- Student Competencies Regarding Interpreters  
  http://www.interpreterstapestry.com/zdocuments/Student_competencies_Schick_05.pdf
Emphasis Area Overview

The activities in this course are designed to help you explore and gain experience in your chosen area of interpreting. Each of you enters your area of emphasis with different interests, experiences, and goals. To accommodate this difference in learners, the courses in your emphasis are designed to have less online discussion and more independent research than the core courses in the BA program.

You will have a faculty member to advise you during the course and you should feel free to seek ways to connect with working practitioners or program peers as part of your learning process.

The courses will have a common set of activities that provide a theme or pattern for learning and are designed to help you:

- Develop a common, professional way of presenting information.
- Enhance your research skills and your ability to contribute to the field of interpreting.
- Assist in your understanding of the “big picture” through use of a systems approach and analysis of your area of emphasis through different lenses.
- Improve your ability to apply learning and experience from one domain or setting to situations in other domains.
- Increase your ability to use reflection as a learning tool.
- Gain insight into real life situations through interviews and field experience.
Course Structure

The structure of this course will be different from your prior courses. This course will require you to research, report, reflect, and synthesize your learning for each of the course objectives using a common set of tools. Also, if there are multiple students participating in the class, you can discuss your learning with other peers engaged in study of the same content. Information on the tools will be available in the Tools folder under Course Materials. These tools include:

- A systems perspective
- Case study analysis
- Peer conferencing
- Reflective Journaling
- Research techniques

The course is divided into sections based on the assignments. Each assignment focuses attention on one or more course objectives. For each of these sections, you will find information about the tasks to be performed to facilitate your learning. In general these tasks will include:

- Researching the topic
  Research can include library research, web research and field research (some resources will be provided in Course Materials area).

- Posting of findings on the topic in a folder based on your area of emphasis (this is optional—and designed to provide you with the opportunity to peer conference with other students studying the same content).

- Developing and presenting a case study about the topic.

- Reflective journaling about the topic.

The course assignments may provide some flexibility both in specific tasks to be performed and the format of the final product. This information will be detailed in the Assignment descriptions. In addition to the above tasks, the last assignment in the course provides you with the choice of completing a final project of particular interest to you.
Course Roadmap

Even though you will be working more independently in this course, you are still required to check in, report progress, submit assignments, and participate in discussions according to the Roadmap.

<table>
<thead>
<tr>
<th>Points</th>
<th>Activities</th>
<th>Done!</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Online Introduction</strong>: Post an introduction explaining why you have chosen the ASLEI educational interpreter emphasis. Also, if you are currently working as a K-12 interpreter provide a brief description of your environment.</td>
<td></td>
</tr>
<tr>
<td>DUE: 8/27</td>
<td>Bb Collaborate/ Class Meeting 1: See Assignment 1 for details. This meeting will be an overview of the course and is highly recommended.</td>
<td></td>
</tr>
</tbody>
</table>

**Weeks 1-4 Curriculum and Standards: Objectives and Activities**

In order to complete Assignment 2, you will need to research Systems and Systems Thinking, as well as State standards, curriculum, lesson plans, learning activities

The Course Materials folder contains required readings and websites on these topics, and you are also encouraged to further your knowledge and research the topics on your own. Your goal at this point is to develop a basic understanding of the “big picture” and how curriculum standards drive what happens in the classroom.

**Assignment 2 – Curriculum Project**

The first four weeks of the course will be spent finding, reviewing, and understanding State Curriculum Standards and the importance of these standards within a classroom. There are 3 parts to this assignment:

- A2 p1: State Standards and Implementation
- A2 p2: State Standards /Teacher interview
- A2 p3: State Standards and Implementation/classroom observations

See Assignment 2 for details and refer to the Course Materials list for the required readings and resources.

**Systems Thinking**

Review the class resources and PPT in INTR 405 Lesson 1 on Systems Thinking (can be found in Course Materials –Tools –Systems thinking folder), then explore systems thinking using course resources, the library, the web, and other contacts.
# Weeks 1-4: Curriculum and Standards

<table>
<thead>
<tr>
<th>Points</th>
<th>Activities</th>
<th>Done!</th>
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<tbody>
<tr>
<td></td>
<td>Research Curriculum and Standards using the resources found in the Course Materials, the library, the web, and other contacts. The Department of Education site in your state will be required as part of Assignment 2.</td>
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</table>

## Bb Collaborate Class Meeting 2

- 9/17

# Posting 1 (Answer all 3 questions in one post)

- 9/20

1. How well defined are the standards for your state?
2. How does understanding state standards and a teacher’s curriculum impact your work as an interpreter?

What are the implications of state standards on students who are deaf/hard of hearing?

## Assignment 2 part 1:
State Standards and Implementation

- See Assignment 2 details

- DUE: 9/21

# Weeks 5-7 Learning Styles & Instructional Methods: Objectives and Activities

Over the next three weeks you will read and review the required readings and websites to gain insight into teacher instructional methods, student learning styles, and Theory of Mind. Although there is not an assignment attached to this particular section the information will provide you with another layer of understanding of how teachers approach their work. Additionally, you will begin to consider how the curriculum, instructional methods and learning style of the student(s) you work with must work hand in hand in order for learning to be effective and optimum.

## READ

## Points | Activities | Done!
--- | --- | ---

### 9/26 Required
- **Posting: Required**
  - Post a confirmation of the date and time you have set up to observe an IEP meeting (Assignment 3).

### 10/3 Required
- Post a summary of what the topic for your final project will be, what resources are available to you, and your project method of presentation. (Assignment 4)

### Assignment 2 part 2:
- **State Standards Teacher Interview**
- See Assignment 2 details

### DUE: 10/5
- **Bb Collaborate 3**

### 10/10 Required
- **Posting 2 (Answer all questions in one post)**
  1. How might an interpreter discover the learning style of a student and a teacher?
  2. How might knowledge of each learning style be used to improve interpreting performance?
  3. Do you think that an interpreter’s own learning style influence how the student(s) they work with learns?

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## Weeks 8-12 Language Development: Objectives and Activities

The language development of children who are deaf or hard of hearing is a complex topic. Over the next five weeks you will build on your knowledge of Theory of Mind and begin to explore a few of the foundational components of language development, BICS and CALP and how understanding second language acquisition can support your efforts when working with deaf/hh students.

- Research Language Development using the required course materials, the library, the web, and other contacts.
  - Begin work on your final assignment
### Points | Activities | Done!
---|---|---
**Assignment 2 part 3: Classroom observations**  
See Assignment 2 details | | 
DUE: 10/19 | | |
**Posting 3 (answer all questions in one post)**  
1. Based on your research on language development of deaf children, what factors of language development do you think are critical for an interpreter to understand and foster in their work?  
2. What factors contribute to your opinion?  
3. How do you think these factors impact the students in the classroom?  
4. How might this impact you as an interpreter? | | 
10/31 | Required | |
**Bb Collaborate/Class Meeting 4** | | 
11/5 | | |
**Posting 4**  
What are the ramifications of an interpreter not attending and/or having input into a student’s IEP? | | 
11/14 | | |

### Week 13-17 Objectives and Activities

**IEP Observation/Analysis**

Over the next weeks, you will arrange to observe an IEP meeting and analyze the meeting relative to your learning from this course. This observation is directly tied to Assignment 3. You can arrange and complete your observation any time earlier in the course, so plan ahead!

**THANKSGIVING BREAK: 11/26-30**

Read and review the required reading and resources and explore further resources to help you gain a greater understanding of the IEP process. Arrange your observation.  
- Continue working on and complete Assignment 4 | | |

**Assignment 3: IEP observation and report**  
See Assignment 3 details | | 
DUE: 11/23 | | |
<table>
<thead>
<tr>
<th>Points</th>
<th>Activities</th>
<th>Done!</th>
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</thead>
<tbody>
<tr>
<td>![Checkmark] 12/3</td>
<td><strong>Bb Collaborate/Class Meeting 5</strong></td>
<td>☐</td>
</tr>
<tr>
<td>![Checkmark] DUE : 12/10</td>
<td><strong>Assignment 4 Final Project Due</strong>&lt;br&gt;See Assignment 4 details</td>
<td>☐</td>
</tr>
<tr>
<td>![Checkmark]</td>
<td><strong>Complete the online course evaluation.</strong> <em>(See your Bearmail for dates the evaluation is open.)</em>&lt;br&gt;<strong>Congratulations, you’ve complete another course!</strong>&lt;br&gt;Final grades will be posted within 3 business days of the end of the semester.</td>
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</tbody>
</table>
## Assignment Descriptions

<table>
<thead>
<tr>
<th>Assignment 1</th>
<th>Ongoing</th>
<th>Description</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignment 1</td>
<td>Ongoing</td>
<td>Assignment 1 is worth a total of 10 points. Post 2 and Post 3 are required and are worth 3 points each for a total of 6 points. There are an additional two postings and five Collaborate sessions throughout the course which are worth one point each. You will need to participate in a minimum of four of these activities to earn the remaining 4 points. Post 1 – optional: 1 point Post 2 – required: 3 points Post 3 – required: 3 points Post 4 – optional: 1 point Each Collaborate session will have a point value of 1 point</td>
<td>10</td>
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### Assignment Expectations:

1. Each posting is related to the topic being reviewed in each section of the course. The postings must be entered no later than the due date noted in the Road Map.
2. Postings must have a minimum of 500 words and should be well thought out and reflect your learning. Posts 2 and post 3 are particularly important as they will provide your instructor with insight on your learning and thoughts on the respective topics.

<table>
<thead>
<tr>
<th>Assignment 2</th>
<th>State Standards and Implementation</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Part 1</td>
<td>Due: 9/21</td>
<td><strong>Part 1</strong>: Research your state standards, information on your school district relative to curriculum, and resources available to teachers. Write a 700 - 1000 word summary discussing important features, ease of use of the standards website, hot topics in your area, and quality and quantity of resources to support teachers in your state or school district.</td>
</tr>
<tr>
<td>Part 2</td>
<td>Due: 10/5</td>
<td><strong>Part 2</strong>: Interview a teacher to discuss how the state standards and curriculum are administered and used in their classrooms. Write a 1000 - 1500 word report that summarizes your learning from the interview. It is recommended that you prepare a list of questions, based on your research, to have ready for the interview. The interview may take a different path but being prepared with questions will provide a framework for the discussion as well as the paper. This assignment must include an introduction and a conclusion. The introduction should provide the reader the framework for the assignment; who, what, when, where, why. Your conclusion should provide the reader with your personal insight on the interview.</td>
</tr>
<tr>
<td>Part 3</td>
<td>Due: 10/19</td>
<td><strong>Part 3</strong>: Observe two classroom sessions and write a 5 - 7 page (double spaced) report that includes: a) what state standard drove the session, b) what additional resources were used by the teacher, c) how learning styles and other instructional design methodologies were incorporated into the lesson, d) issues or challenges an interpreter and a deaf student might encounter during the each lesson and e) how these might be addressed to improve the accessibility of the lesson to a deaf child. NOTE: the classes you observe do not need to have a deaf/hh student in the class. See Assignment details for assignment expectations and rubric. Submit to assignment tool.</td>
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**INTR 431: K-12 Classroom Environment**
<table>
<thead>
<tr>
<th>Assignment Description</th>
<th>Points</th>
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<tbody>
<tr>
<td>Assignment 3</td>
<td>30 pts.</td>
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<tr>
<td>Due: 11/23</td>
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<tr>
<td><strong>IEP (Individual Educational Plan) Meeting</strong></td>
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<tr>
<td>Individual Educational Plans are the critical link for and to everything related to services for deaf children in public schools. Understanding the IEP process helps you understand some of the decision-making that occurs in support of a child’s education and how interpreters can contribute to the process. Your learning from this course should also give you some new perspectives on issues and challenges of educating a deaf child in a mainstream classroom.</td>
<td></td>
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<tr>
<td>Arrange to attend an IEP meeting, observe (using the Demand – Control observation form if it is useful to you), and write a 5-7 page (double spaced) observation and analysis of the meeting, including the following key points:</td>
<td></td>
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<tr>
<td>- Participants and their roles and contributions</td>
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<tr>
<td>- The IEP form itself, how it was used, and how you might interpret it, if required.</td>
<td></td>
</tr>
<tr>
<td>- The aspects of a deaf child’s communication and interaction for which an educational interpreter might make a contribution.</td>
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<tr>
<td>- How did the meeting progress? Consider how this information impacts what happens in the classroom. If there was disagreement, what was its nature and how was it resolved?</td>
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<tr>
<td>- How does your new understanding of curriculum, instruction, learning styles, language, and accessibility impact your understanding of the IEP discussion and your potential contribution to the IEP?</td>
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<tr>
<td><strong>NOTE:</strong> If an IEP for a deaf or hard of hearing child is not available, the IEP meeting can be for any child with a disability. Adjust your analysis appropriately. In the absence of deafness-related material, include thoughtful suppositions, clearly marked as being based on your thoughts as opposed to observations.</td>
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<tr>
<td>If attending an IEP meeting is not an option, you must inform your instructor as soon as possible to discuss an alternative plan.</td>
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<tr>
<td>See Assignment 3 details for assignment expectations and rubric.</td>
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<tr>
<td>Submit to Assignment 3 tool.</td>
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### Assignment Descriptions

<table>
<thead>
<tr>
<th>Assignment 4</th>
<th>Description</th>
<th>Points</th>
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<tbody>
<tr>
<td>Due: 12/10 Complete a project related to cochlear implants, deaf-blind, or deaf children and co-occurring disabilities (learning disabilities, autism, low language) and create a research document or tool that will be useful to the work of a K-12 interpreter. This should be something that doesn’t currently exist so that you are contributing to the field. You can create a project that is an overview of the topic or create a document that is more specific, e.g., understanding the technology of cochlear implants. Project examples could include current research on the topic, what interpreters need to know about the topic, language considerations related to the topic or a combination of those listed. Be creative; use your learning style to create a document that will highlight your academic strengths. Although citations and referencing are required for everyone, the formatting of the document is up to you. You can put together a workshop video, create a 'need to know' booklet, or write an article for publication. One important component to this assignment is that you will be required to reference a minimum of five academic (published) research articles. If you are not familiar with using Academic Search Premier, Ebsco, etc. you will need to build in this learning curve into the beginning of semester work. If you need support with this piece contact your facilitator. You will need to define the parameters of the project and post a summary of your projected project to the discussion board during weeks 5-7. See Assignment 4 details for assignment expectations and rubric. Submit to assignment tool or work with your facilitator to determine submission.</td>
<td>30 pts</td>
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**Total: 100 pts.**

Be sure you follow the guidelines in your Student Handbook throughout the course for each assignment.

- Guidelines For Use Of Technology
- Guidelines For Online Discussions
- Guidelines For Written Assignments
Course Summary

Conclusion

This course has provided you with insight into all the systems and subsystems that are part of what happens every day in the K-12 classroom. Your understanding and reflection on the “parts of the whole” should have provided you with an insight into the classroom environment, and the learning needs of the deaf student, that will improve your ability to interpret in this setting effectively.

Next Steps

While this course is still fresh in your mind, pause to review your learning, looking through the lens of your final portfolio that is due at the end of your ASLEI journey. Consider the following:

1) Identify any applicable Entry-to-Practice Competencies that may be related to the course objectives;
2) Identify possible evidence items;
3) Identify potential reflection pieces that could be used in the narrative of the Coversheet;
4) Use your organizational system to house these items and thoughts until you are ready to work on writing future Coversheets; (Hint: If it's possible to work on all or part of a Coversheet at this time, why not draft it now?!?) and finally,
5) Check in with classmates to see if some collaborative thinking might be worth your investment of time – what did others identify and how are they thinking of using the learning from this course?
Quality Instruction
Preparing
Qualified Interpreters